

National Resource Centers and
Foreign Language and Area Studies Fellowships

LATIN AMERICA

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Abstracts
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Columbia/New York University Consortium in Latin American Studies

The Consortium in Latin American Studies formed by Columbia University and New York University has been active since 1987, and represents a successful collaboration between Columbia's Institute for Latin American and Iberian Studies (ILAIS) and NYU's Center for Latin American and Caribbean Studies (CLACS). Activities made possible by Title VI funding include student cross-registration for classes offered at either university; public outreach programs ranging from high level policy forums to informal talks with Latin American scholars; K-12 and college teacher training, joint research projects, special collaborative library acquisitions, and productive collaboration and exchange with institutions throughout Latin America. The Consortium enjoys the support of over one hundred faculty members, among them many distinguished scholars, from a broad distribution of disciplines, and a combined library of more than 400,000 volumes plus new media and other materials on Latin America.

As a National Resource Center (NRC), the Consortium capitalizes on its location in New York City, which has increasingly become a focal point for relations with Latin American public and private sectors. Our proximity to the United Nations, to many of the country's most prominent policy institutes, and to the nation's financial center has enabled both centers to develop forums for engaging regional decision-makers. Consortium activities supplement the development of Latin American scholarship on both campuses and ensure the continued commitment of both universities to studies of the region. NRC funding has enabled the Columbia/NYU Consortium to consolidate its position as a leading force for Latin American Studies in the United States. It has supported cutting edge research in Brazilian labor relations, the imprint of authoritarian rule in the Southern Cone, Latin American media and journalism, and the alarming increase in civilian violence in the region.

With the help of NRC funding, the Consortium has developed new competency-based courses in Spanish and Portuguese, and has expanded and improved previously existing language programs. It has enabled us to deepen intellectual and policy dialogues among Latin Americanists on both campuses; to expand course offerings in less-represented fields such as economics; to enhance the teaching and employment of our students through effective pedagogy; to promote the study of less-commonly-taught languages, especially Portuguese and Amerindian languages, through FLAS awards and support for COLALI; and to offer lively and accessible public events, conferences and summer institutes for teachers, business people, other professionals, and the public at large – which is especially important in our diverse and often bilingual city. Annual secondary teacher training institutes and other outreach efforts to K-12 teachers take place through our successful collaboration with the American Forum on Global Education. In all Consortium endeavors, an outcome-oriented and practical commitment against all forms of discrimination informs our actions.

Duke University/ University of North Carolina
NATIONAL RESOURCE CENTER
IN LATIN AMERICAN LANGUAGE AND AREA STUDIES
AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS
IN LATIN AMERICAN STUDIES

The Duke-University of North Carolina Program in Latin American Studies was created a decade ago, recognizing formally fifty years of informal cooperation between the two universities. The Program's goals are to enhance the Latin American curriculum on the two campuses, provide ample research and training opportunities for students and faculty from all disciplines and professional schools, and stimulate public awareness of the importance and richness of Latin American cultures and traditions. A focus on interdisciplinary work is one of the Program's hallmarks. The geographic proximity of the campuses, just nine miles apart, greatly encourages and facilitates regular collaboration among faculty and students in the Program.

The Duke-UNC Program achieves its objectives in a variety of ways. It provides financial support for graduate student and faculty field research in Latin America, and holds annual competitions for academic year and summer Foreign Language and Area Studies (FLAS) Fellowships on both campuses. The Program sponsors cross-campus courses; the development of new courses on Latin America, many of them interdisciplinary, as well as courses in the professional schools; intensive language instruction; and a Foreign Language Across the Curriculum (FLAC) initiative. It holds a summer residential Yucatec Maya language program and develops Yucatec Maya language materials. The Program also maintains active relationships with many Latin American institutions, including faculty exchanges and graduate research, and sponsors a number of interdisciplinary working groups, which bring together faculty and graduate students from both campuses to collaborate on research in areas of particular concern to Latin American studies.

The Program benefits from a cooperative collection development agreement between the Duke and UNC libraries that is among the nation's oldest and most successful such joint endeavors. This agreement, established nearly 60 years ago, stipulates that both libraries acquire materials from all of Latin America to support general study and teaching, but share responsibility on a country basis for more specialized research resources.

Outreach is an important component of the Duke-UNC Program, and it sponsors major activities to enrich public understanding and encourage the study of Latin America. Included are film festivals, art exhibits, a speakers series, conferences and seminars, and training programs for local public school teachers and faculty from other colleges in the mid-South region of the U. S. Announcements of special events are made through biweekly calendars, the newsletter, and a Program listserve. The Program's website is:
<<http://www.duke.edu/web.las/duke-unc.html>>.

David Rockefeller Center for Latin American Studies (DRCLAS), Harvard University

MISSION: DRCLAS works to increase knowledge of the cultures, histories, environment, and contemporary affairs of Latin America; foster cooperation and understanding among the people of the Americas; and contribute to democracy, social progress, and sustainable development throughout the hemisphere. DRCLAS seeks to expand research and teaching on Latin America and related fields at Harvard University; strengthen ties between Harvard and institutions throughout Latin America; and enhance public understanding of Latin America in the United States and abroad. The Center was inaugurated in December 1994.

LATIN AMERICAN STUDIES PROGRAM: During the 1998-99 academic year, the Center sponsored more than 100 events attended by over 4,500 people, including over 90 lectures and seminars, ten international conferences and workshops, two film series and three art exhibits. The Center provides support for workshops, meetings, and conferences organized by faculty and by students in addition to a weekly Latin American Seminar and a monthly Latin American History workshop.

The Center publishes a *Directory of Faculty, Fellows, and Professional Staff* and a *Guide to Courses in Latin American Studies*, as well as brochures, a monthly *Calendar* of Boston-area events on Latin America (circ. 2,000), a newsletter (circ. 4,000), working paper series, a book series, and an *Annual Report*. All DRCLAS publications, except books, are on line. Together with the DRCLAS webpage, these publications make Harvard's LAS resources more accessible for Harvard students and faculty across disciplines and professional fields as well as to students, teachers, scholars, business people, and the public at large in Boston, New England and nation-wide.

DRCLAS provides support to Harvard faculty for interdisciplinary projects of all kinds, including research workshops, conferences, seed money for programmatic initiatives, and support for curriculum enhancement. DRCLAS funds over 50 Latin American undergraduate and graduate research and conference travel grants per year; grants are also available through other Harvard entities, such as the Weatherhead Center for International Affairs. The Visiting Scholars and Fellows Program is one of the Center's principal means for strengthening ties with other academic institutions; other Harvard entities regularly bring Latin American visiting scholars and professors to the University. Harvard faculty are currently engaged in over 55 collaborative exchanges with LA institutions.

CURRICULUM AND LANGUAGES: In 1997-98 and 1998-99, Harvard offered 350 courses on or related to Latin America, with a total enrollment of 9,844. DRCLAS awards a Certificate in Latin American Studies for students at Harvard College and the GSAS. DRCLAS also plans Certificate programs with professional schools. DRCLAS staff and faculty actively promote Latin American internship and study abroad programs for students. Harvard offered 97 courses in Spanish and Portuguese in 1998-99. Enrollments in Spanish courses in 1989-99 totaled 2,776; Portuguese enrollments have increased by over 500% in the past five years. Kaqchikel Maya will be offered starting in 2001.

FACULTY: 103 Core and 49 Related Faculty, including 11 Spanish and Portuguese Faculty. The University has created five new endowed professorships in Latin American studies in the past three years.

LIBRARY: Harvard's Latin American collections include approximately 460,000 volumes published within the region, plus an estimated 605,000 volumes either from or about LA. Library resources are accessible via the internet through HOLLIS as well as interlibrary loan; DRCLAS awards grants for faculty from non-research universities to use the Harvard collections.

OUTREACH: DRCLAS's rapidly expanding outreach activities are targeted at a variety of constituencies, including K-12 students and teachers, other colleges and universities, journalists, and the business sector. DRCLAS opens the Latin American Art Forum, Brazilian Film Series, and virtually all of its events to schools, teachers, and the general public.

The Center is located at 61 Kirkland Street, Cambridge, MA 02138. For more information feel free to drop by the Center during regular business hours, explore its web page at www.fas.harvard.edu/~drclas or call at 617-495-3366.

The Indiana University-Notre Dame Consortium for Latin American Studies

The Latin American Consortium provides a linkage between two strong and growing institutions of higher learning in the state of Indiana. Indiana University (enrollment: 35,600) and the University of Notre Dame (enrollment: 10,275) have long-standing reputations in international education; the Center for Latin American and Caribbean Studies and the Helen Kellogg Institute for International Studies represent a focal point of resources in the area of Latin American studies that in many respects is unparalleled.

The Kellogg Institute, a research center at Notre Dame founded in 1982, aims to advance investigation in comparative international studies and has focused mostly on Latin America since its inception. The Institute promotes Latin American research by attracting faculty, students, and visitors to Notre Dame and by providing them with a community of scholarship. Each year Kellogg brings to campus about 10 residential Visiting Fellows, and sponsors a regular schedule of speakers on Latin American topics, as well as conferences, discussions, and cultural events. The Institute also publishes Working Papers and a book series to disseminate interdisciplinary research on contemporary political, economic, and social issues.

The Institute endeavors to promote research that is germane to major issues in contemporary Latin America. The Institute's research on democracy, for example, has attracted worldwide attention. Similarly, Kellogg's research on public policies has sought to influence not only academic debates but also public policy discussions. Several past Kellogg Visiting Fellows have served as government ministers in Latin America.

The Latin American Studies Program at Indiana University was founded in 1963 under the auspices of a Ford Foundation grant. In 1984 it became the Center for Latin American and Caribbean Studies (CLACS) due to the increase in Caribbeanist faculty. Currently, there are 68 affiliated faculty members in 16 departments and seven professional schools.

Many affiliated faculty are nationally prominent scholars and recipients of prestigious grants and awards. In addition, many serve as consultants to government agencies, and as members of the editorial boards of nationally prominent journals and presses. Faculty strength is represented throughout Latin America and the Caribbean Basin, but is particularly concentrated in the areas of Mexico, the Caribbean, Brazil, and Central America.

Since its inception, CLACS has offered an undergraduate minor and certificate, a master's degree, and a doctoral minor and certificate. The major language offering is, of course, Spanish, with a current undergraduate enrollment of over 4,300. In addition there are 127 graduate students studying Spanish. Portuguese is also offered at all levels, and the Luso-Brazilian program is rated one of the outstanding programs of its type in the United States. CLACS also offers the Amerindian language Nahuatl and Haitian Creole (the Creole Institute directed by Distinguished Professor Albert Valdman is nationally recognized). This array of language programs places the Center for Latin American and Caribbean Studies among a very elite group in the United States offering all of these important languages.

Indiana University houses outstanding print and electronic resources for Latin America and the Caribbean, with 320,000 monographs on the region. The center continues to build its collections, while making them more accessible to patrons across the country. CLACS's active and growing outreach program serves several vital constituencies. The center is creating new curriculum materials at the K-12 levels. Center faculty also have an outstanding record of service to government, business, and post-secondary institutions, which allows us to share our resources with the general public and build awareness of this increasingly important region.

Michigan State University

Michigan State University has incorporated a global perspective into its land grant philosophy of sharing knowledge with the public. As part of this mission, the university has internationalized its curriculum, making global competence a critical part of all students' education. Of the 50 states, Michigan is the third leading trade partner with the Americas and home of a large Latino population, making collaboration with Latin American colleagues a high priority. As a result, MSU has established 39 dynamic linkages with Latin American and Caribbean universities, which enhance scholarship, research, faculty and student exchanges, and co-sponsored conferences. These linkages are the basis of the largest study abroad program in the United States. Building on these linkages MSU faculty have established a set of joint projects with Latin American universities as well as the United Nations Economic Commission for Latin America.

The Center for Latin American and Caribbean Studies (CLACS) is one of the leading programs in the country. Composed of 138 faculty, the Center is dedicated to enriching the student's educational experience and enhancing quality teaching, research and outreach. Historically, the Center played a key role in the development of new academic programs in Latin America, including collaborating in establishing the Business School of Getulio Vargas in Brazil and forestry and agricultural training programs in Brazil, Argentina, and Mexico. More recently, the Center has been awarded funding to collaborate with four-year colleges in the U.S. to help them internationalize curriculum and faculty. CLACS outreach activities include working with K-12 teachers, organizing workshops on teaching pedagogy, current affairs, and language. In addition, Center faculty hold seminars for government and business executives on Latin America.

The Center coordinates 194 courses dealing wholly or substantially with Latin America. Last year in these courses, 7,488 students were enrolled at all levels. The CLACS Certificate program, which currently enrolls 121 students, allows undergraduates to specialize in Latin America and have it recorded on their transcript while completing a disciplinary major. Latin American studies is a key part of MSU's undergraduate curriculum. In the last three years, 797 students graduated with 1/8th of their course work in Latin American studies. This proposal request funds to further enhance and strengthen CLACS's undergraduate curriculum.

MSU students have had study in Latin America built into their program options. MSU's commitment of \$2,000,000, three years ago, has paid off with a rich set of options for students, allowing them to study courses in their major or take university core courses in Latin America. For students, these programs cost no more than taking classes in Michigan. Scholarships and grants make these programs more accessible for low-income students.

MSU is fortunate to have an outstanding faculty committed to Latin America and the Caribbean. This includes faculty in the humanities and social sciences, but also in the natural sciences and professional schools. CLACS has been a catalyst in mobilizing faculty across disciplinary boundaries to address emerging issues through research, workshops, and national conferences.

MSU's designation as one of seven Title VI-funded National Foreign Language Research Centers demonstrates the excellence of its language research and training. This proposal requests funding to build on this foundation, using new technologies and introducing the teaching of indigenous languages used in regions where MSU faculty and students are engaged in research and study programs.

University of New Mexico/ New Mexico State University

The New Mexico Consortium on Latin America, currently a Title VI National Resource Center, involves about 150 core faculty and 300 graduate students on the two campuses of the University of New Mexico (UNM) and the New Mexico State University (NMSU). The Consortium's Latin American language and area courses enroll about 14,000 students annually and draw on one of the largest library collections in the nation.

UNM is the senior partner, with graduate programs across the full range of disciplines and professional schools. UNM is particularly strong in studies of South America and Mexico. NMSU emphasizes Central America and Mexico, combining a strong undergraduate program with selected programs at the graduate level.

The Consortium offers 49 degree programs with concentrations in Latin America, 37 at UNM and 12 at NMSU, including degrees in Spanish and Portuguese; degrees in nine area studies disciplines; interdisciplinary Latin American Studies degrees; professional degrees emphasizing Latin America; and dual-degree programs combining the M.A. in LAS with training for professional degrees.

The Consortium has innovative outreach activities that include teacher training, a materials clearing house, and web-based resources for teachers; electronic publications that cover all regions of Latin America including the Mexican border; publication of the Latin American Research Review, linkages with 29 Latin American libraries; cooperative projects with the OAS; science and technology exchanges involving corporate partners; and the secretariats of BRASA and RMCLAS.

The Consortium conducts six summer study programs in Mexico and two in Brazil, as well as student exchanges with universities in several countries. It is engaged in a long-term cooperative research project on the social effects of NAFTA and MERCOSUR with partner institutions in Argentina, Brazil, Mexico and Canada.

The Consortium libraries reflect the missions of the two centers. The NMSU collection is teaching-oriented, with a research collection on northern Mexico and the border. The UNM library offers a comprehensive research collection that is being expanded rapidly: UNM expenditures on Latin America materials have been the highest in the nation over the last three years.

Ohio State University

The Mission Statement of the Ohio State University Center for Latin American Studies (CLAS) succinctly states the scope of its mandate: *The Center for Latin American Studies at the Ohio State University has a primary mission of serving, facilitating, and stimulating the instructional, educational, research, and intellectual interest of the faculty and students in matters dealing with Latin America. In addition, CLAS will carry out meaningful outreach programs to the Ohio community in order to enhance the public's knowledge and understanding of issues relating to business, politics, economics, culture, and the arts in Mexico, Central America, the Caribbean, and South America.* To this end, CLAS draws on 62 affiliated faculty who offer 104 non-language courses in 20 departments, and 42 language courses in Spanish and Portuguese. CLAS promotes interdisciplinary programs. Undergraduate students follow major, minor, and certificate programs in Latin American Studies. At the graduate level, a new Interdisciplinary Specialization in International Studies—Latin America, is being instituted. In addition to the core disciplines, a strength of the program is existing links to several professional colleges and emerging links to others. The wide-ranging study abroad programs to Latin America attract many students. The University Library Latin American Collection is especially strong in Brazil and the Caribbean and Andean regions; its electronic link to 77 Ohio universities and colleges greatly expands the size of its catalog. CLAS has had successful outreach programs with business and K-12, but will expand these considerably in the future. OSU's central administration has increased funding for international programs, which places CLAS in the position of using Title VI support to expand and deepen its programs as an Undergraduate NRC with FLAS Fellowships.

Stanford University

Center for Latin American Studies

DESCRIPTION: Drawing on a distinguished faculty with disciplinary expertise and research experience in Latin America, the Center for Latin American Studies at Stanford University (CLAS) serves as a major national resource for the study of the region. Situated in its own facility, "Casa Bolivar," the Center offers both graduate and undergraduate degree programs, coordinates a wide range of academic conferences and lectures, fosters interdisciplinary research by faculty and students from throughout the university, and regularly hosts distinguished scholars, public figures, and other internationally prominent policy-makers. Founded over 40 years ago, the Stanford Center has been consistently recognized since 1978 as among Title VI National Resource Centers on Latin America.

MISSION:

- To advance student comprehension, critical thinking, and language competence, through rigorous, interdisciplinary teaching and research on Latin America
- To promote scholarly exchange and public outreach through a wide range of academic conferences and lectures by renowned leaders, authors, and scholars from the U.S. and Latin America
- To create and disseminate educational opportunities to a broad range of actors in schools, community colleges, government agencies, and the community at large

DEGREE PROGRAMS:

- A.B. and Honors Certificate in Latin American Studies; service internship or senior thesis, field experience or study abroad, and proficiency in Spanish or Portuguese required; minor in Latin American Studies also offered
- A.M. in Latin American Studies; previous field experience, language proficiency, advanced coursework, and an individual research project required
- A.M. in LAS may be earned concurrently with professional degree in law (J.D.), medicine (M.D.), education (M.A.T.), or business (M.B.A.).
- Field of specialization in Latin America offered through Ph.D. programs in disciplinary departments

FACULTY:

- 64 affiliated faculty in 19 different departments and professional schools of the University
- Prominent senior scholars from Latin America or Iberia through Tinker Visiting Chair in Latin American Studies and Nabuco Visiting Chair in Brazilian Studies
- Fellows Program for Ph.D. candidates and Visiting Scholars Program for senior academics

ENHANCEMENT ACTIVITIES:

- Over 75 public events annually; regularly featuring distinguished scholars, public figures, and other internationally prominent policy-makers
- Seven faculty-student working groups discuss and debate multi-disciplinary topics of mutual interest
- Web-based archive and links with extensive resources and information on Latin America
- Stanford overseas campuses in Mexico, Chile, and Argentina; regional research facilities in Chiapas, Mexico and La Amistad Biosphere Reserve, Costa Rica

OUTREACH:

- Professional development grants for community college professors; Speaker's Bureau; travel-study trips
- Innovative, web-based educational tool for K-12 teachers and students: "Profiles of Central America: Its Art and Peoples," teacher training program
- Stanford's Program in International and Cross-Cultural Education, SPICE; one of the largest and most successful curriculum producers on Latin America for K-12 schools across the nation

LIBRARY:

- Over 3,000 periodicals and 300,000 volumes on Latin America; 40 percent in Latin American languages
- Full-time, professional Latin American Curator oversees collaborative acquisitions program with the University of California at Berkeley and the University of Texas at Austin
- Unique collections on Chile; extensive Latin American holdings on 19th and 20th century history, linguistics, and public affairs; special collections on women and Latin America film

NATIONAL RESOURCE CENTER FOR LATIN AMERICAN STUDIES UNIVERSITY OF PITTSBURGH AND CORNELL UNIVERSITY

The University of Pittsburgh's Center for Latin American Studies (CLAS) and Cornell University's Latin American Studies Program (LASP) have been internationally recognized for the quality of their educational programs in Latin American Studies for more than three decades. In 1983, CLAS and LASP combined their considerable and complementary resources to form a Consortium on Latin American Studies. The Consortium provides outstanding training and extensive resources on the region to students, faculty, area teachers, business professionals, media personnel, and the general public. Resources include 282 faculty affiliated with 45 departments and schools, 669 Latin American language and area studies courses, combined Latin American Library collections of 690,536 volumes, research and study abroad opportunities, and outreach programs. NRC funds provide partial support for Consortium activities that facilitate sharing these resources at the local, regional and national levels.

The Consortium's academic programs are based on the premise that students should obtain a sound background in a discipline and add value to that work with multidisciplinary competence on the region and proficiency in at least one of its languages. This approach provides recipients with the equivalent of dual expertise. Department of Education funds are utilized to increase language and area studies course offerings that broaden the Consortium's instructional program. **Language offerings include Spanish, Portuguese, Quechua, and Aymara. Area studies courses include introductory, advanced, and interdisciplinary courses in traditional disciplines** such as anthropology, history, literature, political science, and sociology, and **specialized course offerings in twelve professional schools.** Consortium funds are used to support pedagogical training of language and area studies faculty, curriculum development, and faculty and student research in Latin America.

NRC funding also supports advanced language and area studies through academic year and summer **Foreign Language and Area Studies Fellowships (FLASFs).** The Consortium coordinates summer language institutes and pools FLAS fellowships through the Consortium on Latin American Language Instruction (COLALI). NRC funds are used to support **Portuguese and Quechua summer intensive language institutes.**

The **Consortium library collections** are recognized as among the top ten collections in the nation, with particular distinction for collections on Bolivia, Brazil, Cuba, and Peru. These library collections provide support resources for the outstanding scholarship carried out by a faculty renowned for its research and publications. The Consortium shares these library resources by providing library grants to faculty members from two and four-year institutions in the US.

Consortium outreach activities are designed to enhance the Latin American expertise of elementary, secondary, and postsecondary educators, business/media professionals, and the general public through teacher training workshops, resource lending libraries, newsletters, film and lecture series business/professional conferences, and news media consulting. The **Consortium shares** outreach materials and program ideas as well as up-to-date information on all programs and activities **via Internet web sites** (www.ucis.pitt.edu/clas/) and (www.einaudi.cornell.edu/LatinAmerica)

Tulane

Tulane has a long-standing special strength in the study of Central America and Mexico. This concentration originated in a turn-of-the-century gift of a large Mesoamerican library and in our proximity to the region. As early as the 1920s the University was conducting archaeological excavations in Central America with Carnegie Institute funding. Still today, its Latin American Library's holdings of resource materials on Guatemala, Honduras, Belize, El Salvador, Costa Rica, Nicaragua, and Mexico are internationally distinguished.

Although Tulane expanded its scope to all of Latin America after World War II, the Mesoamerican strength remains and the modern NRC acts as a sort of brokerage for relations between Mesoamerica and the United States. A steady stream of Mexicans and Central Americans come to Tulane for training, as Fulbright Professors and to use our library. Specialists on the region can be found in most departments and the university has produced several hundred dissertations and theses on Mesoamerican subjects. Every summer there are well over 100 Tulane faculty and students at work in the region, whether at our affiliated research station in Costa Rica, archaeological excavations, Maya intensive language program in Guatemala, or dozens of NRC-financed individual research projects. Tulane is one of four continuously funded Latin American NRCs in the country, and has long occupied a critical position as the only Latin American NRC in the Deep South region (AL, AR, LA, MS, and TN). Nationally, few institutions of Tulane's size compare in the number of faculty, graduate students, undergraduate majors, library holdings, and support for research dedicated to the support of Latin American studies across the university. When viewed in relationship to the percentage of the relatively small available pool of institutional resources-e.g. faculty, students, library holdings, and budget-Tulane's commitment to Latin American Studies is comparable or superior to institutions such as Stanford and Duke, among private universities, and to the University of Texas and the University of California at Los Angeles, among large public universities, whose faculties and student bodies are three to five times larger. In the 2000-2003 triennium, Title VI funds will be used (1) to develop new positions and courses for teaching (a) indigenous languages (b) the languages and cultures of Brazil, (c) the art and performance traditions of the African-Caribbean region, (d) community and urban planning in Latin America, and (e) tropical geography and environment in the Gulf-Caribbean region (Criteria 3 & 9), (3) to build a new library and archival consortium dedicated to the identification, recuperation, and digital dissemination of information about at risk sectors of the documentary patrimony of Central America and (4) to strengthen the Stone Center's outreach and program capacity, particularly in teacher training and electronic initiatives, through the addition of a second, full-time position in the Latin American Resource Center.

The Arizona Consortium on Latin America (NRC/FLAS)

The rapid growth in the population and economy of Arizona, the Southwest, and the U.S.-Mexico border region has been accompanied by a significant demand for information, teacher training, economic and cultural activity, and informed public policy relating to Latin America. As we document in this proposal, the Latin American Area Center at The University of Arizona (UA) and Center for Latin American Studies at Arizona State University (ASU) already contribute significantly to these regional needs—as well as to the overall development of a national expertise and dialogue on Latin America—through an extensive set of instructional, research, and outreach activities.

As a consortium, the UA and ASU seek Title VI funds to expand further the quality of our academic programs, improve significantly our outreach to the teaching and business communities, and support activities of regional and national significance. In the area of Latin American studies, the UA and ASU have a combined faculty of 170 specialists (UA, 88; ASU, 82) and annual offerings of more than 371 advanced language and area courses (UA, 231; ASU, 140) taught in more than 30 disciplines and interdisciplinary programs.

Both universities also sustain Portuguese language instruction programs, Spanish language training for the professions; reinforce and complement particular area strengths in Mexico (UA and ASU), Brazil (UA), and the Andean region (ASU); train area specialists at both the undergraduate and graduate levels through Latin American Studies undergraduate certificate (ASU), bachelor's degree (UA), master's degree (UA) programs and PhD minors and concentrations; and have undertaken recent initiatives to build ties with professional schools, including proposals for new joint-degree programs with the Colleges of Law and Business and Public Administration (UA) and a business certificate program (ASU).

In the past five years, the UA and ASU programs have received unprecedented university-level support and commitments including the hiring of more than 35 new faculty in 5 years and increased state-budget support for core program staff and operating costs.

To expand upon these strengths, the Arizona consortium requests funds for: (1) graduate student support through **FLAS fellowships**; (2) **outreach and teacher training** directed at schools, community colleges, businesses, the media, and the public; (3) sustaining and increasing the teaching of **Portuguese and Spanish across the curriculum**, and expanding the teaching of indigenous languages (**Quichua, Nahuatl, and Kakchiquel Maya**); (4) reinforcing or **leveraging faculty hires** in numerous departments to maintain program quality, increase the breadth of course offerings, and strengthen our regional depth in Mexico, Brazil and the Andes; (5) enhancing faculty teaching and productivity by **supporting travel** to Latin America, **visiting speakers**, formation of interdisciplinary Latin America **working groups**, and by supporting faculty and academic professional staff participation in **service and leadership** activities in Latin American studies; (7) offering **new courses** on Latin American economics and business and on comparative aspects of globalization, and further strengthening new links with professional schools; (8) developing new **multimedia software and modules** for high school and general education courses; (9) fostering undergraduate and graduate career preparation through **student career workshops, internships, and outreach**, and support for student-organized and course-based conferences, media productions, and cultural events; (10) expanding the size and access to the **libraries and curriculum resource centers**; and (11) organizing **national and regional conferences and events**.

University of Florida/ Florida International University

Florida's increasing cultural and economic integration with Latin America and the Caribbean is reflected in current data on population growth and international trade. Since 1990, an average of about 600 people have moved into the state every day, nearly half of whom were native speakers of Spanish. The state's growing population -- now the fourth largest in the country -- had led to a 14 percent increase since 1993 in the number of children enrolled in grades 7-10, and an unprecedented 23.4 percent increase in the number of young adults enrolled in universities. Closer economic ties are indicated by the 27 percent increase since 1995 in the value of goods and services that Florida exports to its southern neighbors. These striking demographic, cultural and economic trends present special challenges and new opportunities for the Florida Consortium for Latin American Studies (FC/LAS).

The FC/LAS was established in 1991 with USDE Title VI support. The Consortium is a collaborative effort between the Center for Latin American Studies at the University of Florida, Gainesville (UF-CLAS) and the Latin American and Caribbean Center at Florida International University, Miami (FIU-LACC). The FC/LAS joins two premier area studies programs located in universities with firm and longstanding commitments to Latin America and the Caribbean. With an enrollment of 45,000 students, UF is the state's largest and most comprehensive university. FIU, with 32,000 students, is a fast-growing institution strategically located in Miami, a thriving metropolitan area positioned at the crossroads of the United States, Latin America and the Caribbean.

The FC/LAS is uniquely poised to draw on its strategic location and its strong institutional base to address the growing demands of local, state, and national communities concerned with Latin America and the Caribbean. With Title VI support in 2000/03, the objectives of the FC/LAS are to: (1) *strengthen* the core faculty and curriculum through new hires, enhanced degree options, expanded course offerings, and by promoting area studies expertise among non-Latin Americanist faculty; (2) *innovate* new ways to teach area studies and languages, and to deepen outreach activities to teachers, the media, and the business community; (3) *promote efficiencies* between the two centers through cost-sharing and collaborative resource planning; and (4) *build synergies* between UF-CLAS and FIU-LACC through joint activities that systematically draw on the comparative strengths and advantages of each institution. The four general themes provide the rationale for the specific activities proposed for the Florida Consortium for Latin American Studies.

**JOINT NATIONAL RESOURCE CENTER FOR LATIN AMERICA
UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN & UNIVERSITY OF CHICAGO**

The Joint Center for Latin American Studies of the University of Illinois, Urbana-Champaign (UI) and the University of Chicago (UC) combines the extraordinary instructional and research capabilities of two major research universities. The UI is the flagship institution of the state university system, a land-grant institution with massive and distinguished programs at both undergraduate and graduate levels. The UC is a world-class selective private university emphasizing intensive training of graduate specialists. Both institutions are ranked among the top ten institutions of higher education in the nation in their respective classes (state and private) in recent surveys of higher education. Formed in 1976, the consortium enters in 2000 its 24th year of extraordinary instructional and research capabilities that feature sustained collaborative integration of these outstanding resources.

In 1998-99 the Consortium enrolled over 11,000 students in 278 Latin American area and language courses taught by over 90 core and associated faculty. The joint center offers specialized training of unsurpassed quality to one of the largest concentrations of Latin Americanist students in the Midwest. In the past three years the combined programs have produced 120 PhDs and JDs, 352 MAs and MSs, and 807 BAs and BSs with concentrations in Latin America. Both institutions offer interdisciplinary graduate degree programs and joint degrees with professional schools. The National Research Council evaluations of graduate programs reveals the exceptional quality and teaching effectiveness of the faculty: both institutions have an array of departments ranked in the top ten in the nation.

The UI and UC libraries support the comprehensive instructional and research missions of the consortium with aggregate holdings that exceed 15 million volumes; their combined Latin American collections of over 700,000 volumes, periodicals, and microforms constitute one of the three largest of Latin American library resources in the nation. Cooperation between the two Latin American library programs has been continuous since 1976, enabling complementary acquisition strategies and reduction of redundancy in collections. The joint Center libraries enjoy wide-ranging reciprocal arrangements with other research library systems, thereby extending the scope and impact of their resources.

In the forthcoming triennium the Joint Center proposes a well-integrated, cohesive plan of new academic initiatives to complement ongoing programs, to strengthen Latin American-related research and teaching, and to enrich outreach programs at the two universities and among surrounding local and regional institutions. UI seeks to enhance its Latin American offerings still further by seeding new faculty lines in Portuguese and Art History, while Chicago concentrates its efforts on language development and curriculum enrichment. Together we emphasize a strikingly integrated array of workshops, conferences and symposia on Human Rights, Andean-Amazonian Environments and Cultures, and Diasporas in Latin America. These initiatives will articulate Latin American research and curricular development with international scholarly emphases on these critically important topics. Workshops, colloquia, conferences, invited lectures and outreach activities generated by these three major initiatives will intensify the connections and exceptional integration of research institutes and interdisciplinary projects at each institution. Through comprehensive outreach programs, particularly in secondary and post-secondary teacher training, innovations in research and curriculum developed by the consortium initiatives will flow out to regional educational institutions and the general public.

University of Kansas

<http://www.ukans.edu/~latamst>

DESCRIPTION: The Center of Latin American Studies (CLAS) at the University of Kansas (KU) serves as a major resource for the State of Kansas, the Great Plains and the nation. The quality and long term stability of CLAS and its academic programs are unequaled between the Mississippi River and the West Coast, making CLAS the primary national resource for its geographical area. CLAS was established in 1959, has been awarded graduate fellowships by the U.S. Department of Education since 1976 and was designated and funded by USDE as a Comprehensive National Resource Center on Latin America in 1983-1988 and 1994-2003.

MISSION: The mission of CLAS, both as a resource center and as an academic program, is threefold:

- ? To meet the national need for Latin American specialists in academic, government and private sectors by producing students with superior language training and an excellent foundation in area studies and providing them with professional mentoring, enhancement activities and significant opportunities for study and research abroad
- ? To support CLAS students and faculty in their research and intellectual enhancement so that they can become and remain superior teachers, scholars and mentors
- ? To be a resource, locally, regionally and nationally, providing outreach, support services and information to other KU units, K-16, government, civic, community and business constituencies

DEGREE PROGRAMS:

- ? B.A. in Latin American Studies or double major combined with major in another core discipline; since 1991 over 3,000 undergraduates completed their degrees with over 15 hours in non-language Latin American courses
- ? M.A. in Latin American Studies
- ? Dual M.A. degree in Latin American Studies and other major disciplines and professional schools
- ? Ph.D. with Latin American dimension in all major core disciplines; since 1991 over 1,600 graduate students received degrees with over 6 hours in non-language Latin American courses

FACULTY:

- ? 98 core, affiliated and research faculty in 30 departments and 8 schools
- ? CLAS faculty are internationally visible in their fields and have extensive overseas experience
- ? 12-15 visiting international faculty and scholars annually enhance and expand KU offerings

ENHANCEMENT ACTIVITIES:

- ? Over 60 enhancement events annually, including brown bags, lecture series, workshops for professionals, art exhibits, plays, conferences, a documentary film festival, and a feature film festival
- ? KU Language Across the Curriculum program offering non-literature courses on Latin America taught in Spanish
- ? KU Study Abroad intensive language institutes in Mexico and Brazil; academic programs in San Jose and Golfito, Costa Rica; study opportunities in Argentina, Brazil, Colombia, Dominican Republic, Ecuador, Honduras, Mexico
- ? Since 1993 CLAS received \$3,130,448 in grants and other KU units received \$337,395 in Latin American related grants to support outreach seminars, faculty development, visiting civic and university leaders, undergraduate Central American Fulbrighters, graduate fellowships, graduate student and junior faculty travel to Latin America, non-literature courses taught in Spanish, faculty travel in the U.S., language proficiency testing, library acquisitions, and conferences.

OUTREACH:

- ? Professional Outreach Coordinator; educational outreach to local and regional K-12 schools, two- and four-year institutions, businesses, state agencies, community organizations
- ? Teachers' workshops and in-service programs; Fulbright-Hays Group Projects Abroad for Teachers
- ? Curriculum development; teacher newsletters; video, audio and printed materials lending library; media liaison, Speakers Bureau, collaboration with KU Center for International Business and International Business Resource Center

LIBRARY:

- ? 452,000 volumes on Latin America, with over 300,000 in Latin American languages; 2,540 current periodicals
- ? Three professional library staff members to assist faculty, students and visitors
- ? One of the three best collections on Central America in the U.S.

University of Maryland, College Park

The Latin American Studies Center (LASC) at College Park is the principal administrative unit at the University of Maryland responsible for coordinating and developing a campuswide approach to teaching, research and outreach activities on Latin America and the Caribbean. LASC has promoted the incorporation of Latin American cultures and advanced language courses into the core curriculum and into other international programs, and increased the proficiency level of students in Spanish, Portuguese, and Quechua, among the less commonly-taught languages. LASC administers the University's Undergraduate Certificate Program in Latin American Studies; it also has a postdoctoral Fellowship program that attracts junior and senior scholars to research and teach at College Park.

In the three-year period from 2000-2001 through 2002-2003, Maryland's Undergraduate NRC has three main objectives. The first is to expand inservice professional development for teachers, administrators and curriculum coordinators in elementary and secondary schools, as well as in community colleges, and four-year institutions. As a major State and local resource, Maryland already offers intensive summer graduate courses in Latin American literatures and cultures specifically targeted for teachers, in addition to Spanish language classes. Immediate plans call for establishing targeted workshops on curriculum development and technology-based courses. Weekend and on-site instruction will be provided.

Secondly, we seek to further strengthen the curriculum in Latin American Studies by continuing to be active in the expansion of undergraduate courses in relevant areas such as languages, literatures, cultures, social sciences, public policy, environmental studies, and in the professional schools, as appropriate, and by building on new trends in education (e.g., flexible delivery systems, customized learning, lifelong learning). To that end, LASC will develop stand alone modules in areas such as immigration and public policy; employment and micro enterprises; media coverage of Latin America and the Caribbean; historical restoration and ethnomusicology.

The third major objective-which encompasses several ongoing initiatives is to develop teaching modules that will lead faculty from various disciplines to incorporate into the curriculum Maryland's research and academic agenda on democracy, governance, conflict resolution and peace building. This objective is based on the results of a 10-year program (1984-1994) on culture, repression and re-democratization in the Southern Cone, and on LASC's ongoing project "A Culture for Democracy in Latin America," which has been adopted by Brazil's Ministry of Culture. Areas covered will include studies of Brazilian and Southern Cone countries on issues that address civic participation and national values, and Track II/Citizen Diplomacy initiatives that continue to be implemented by LASC with Ecuador and Peru. On the basis of this well-established trajectory of active engagement with some of the most salient issues in our continent, we are poised to launch a broader initiative on conflict resolution in the Americas, which will further enhance the learning process of Maryland faculty and students.

**FOREIGN LANGUAGE AND AREA STUDIES AWARDS
FOR LATIN AMERICA AND THE CARIBBEAN
AT THE UNIVERSITY OF MICHIGAN**

Latin American and Caribbean Studies at the University of Michigan (LACS) has administered the Foreign Language and Area Studies Fellowships Program for Latin American and Caribbean languages at UM since 1997. In the current cycle (2000-2003) LACS administers both academic year and summer awards for graduate students studying Brazilian Portuguese, Quechua, or (for professional school students only) Advanced Spanish. Language programs offered at UM include all levels of Spanish, elementary and intermediate Portuguese (both through Romance Languages), all levels of Quechua (through LACS), and beginning Yucatec Maya (through Anthropology). LACS also offers a summer program in all levels of Quechua that is taught in Cuzco, Peru.

LACS was founded as an undergraduate concentration program in 1984, was organized as a formal area center under the College of Literature, Science, and the Arts in 1990, and joined the International Institute in 1993. LACS has grown to be one of the largest area centers at UM in faculty affiliates, scope, and level of activities, and is now one of the nation's foremost institutes for interdisciplinary research and training on Latin American and the Caribbean. In addition to the BA program, LACS will initiate both an undergraduate minor and a graduate certificate program in Fall 2000, and is working to create graduate-level joint degree programs with the Business School, Law School, School of Natural Resources and Environment, and the School of Public Health. LACS coordinates a wide range of area studies courses on Latin American and the Caribbean at UM, taught by distinguished professors of Anthropology, History, Political Science, Romance Languages, and other disciplines.

The UM graduate library presently holds more than 140,000 items relevant to the region, not including major Latin American collections at the Business School, Law, and other specialized libraries. LACS core and associate faculty (excluding visitors and non-tenure positions) include 63 specialists from 13 liberal arts departments and 6 professional schools. In addition to longstanding breadth and depth in graduate training in the humanities and sciences, especially the social sciences, LACS has a strong presence in research programs and graduate training in Natural Resources and the Environment, Public Health, and Business, as well as in performing arts at the University Musical Society and the School of Music and Dance. LACS serves as a regional center for expertise on the Latin American and Caribbean region and provides instructional and informational services to schools and colleges, media, and business in Michigan and the Midwest, and sponsors dozens of educational public events annually.

In the coming years LACS will continue to support training and research of both traditional area specialists and those scholars and professionals who focus on global issues in a widening set of academic disciplines and policy fields. The future agenda for LACS includes: 1) strengthening our multi-level language programs; 2) building a Brazilian Studies regional focus; 3) expanding our outreach activities; 4) strengthening our existing links with professional schools and our emerging ties with the Law School; 5) maintaining collaborative exchanges with Latin American scholars and institutions; and 6) improving library holdings relevant to the region. Through these initiatives, LACS aims to draw an increasingly diverse set of students and faculty to significant work on the area.

University of Texas

Founded in 1940, the Institute of Latin American Studies (ILAS) at the University of Texas at Austin is one of the world's oldest and most distinguished centers of its kind. Affiliated with ILAS are over 140 faculty members, drawn from 34 different academic departments, who devote research and teaching time to Latin America. Within ILAS are three research centers—the Mexican Center, the Brazil Center, and the Center for Environmental Resource Management in Latin America—each with its own director, budget, and programs. ILAS also houses a publications division with more than 70 titles in print published jointly with UT Press.

ILAS offers M.A. and Ph.D. degrees in Latin American Studies as well as joint degrees that combine an ILAS M.A. with Law, Business, Communications, Public Affairs, or Community and Regional Planning. ILAS also offers a B.A. allowing for concentrations in several disciplines and joint majors. During the past year, 11,783 undergraduate and 907 graduate students took courses offered or cross-listed with ILAS. Study abroad opportunities are available in 17 Latin American countries. UT offers language instruction in Spanish, Portuguese, Quechua, and Maya.

UT offers exceptional archival resources. Its Nettie Lee Benson Latin American Collection, now approaching 800,000 volumes, is the largest university Latin American collection in the United States and one of the largest in the world. Complementing the library are university art collections that include works by over 250 modern Latin American artists as well as fine collections of paintings, photographs, and maps. UT collections are open to the public and free of charge. ILAS hosts numerous visiting scholars who come to use UT's resources.

ILAS has an active community and K-12 outreach office with a full-time coordinator who organizes workshops for school teachers and business groups, and also maintains a lending library of pedagogical materials. Also central to UT's outreach efforts is LANIC (Latin American Network Information Center) at <http://lanic.utexas.edu>. LANIC receives over 2 million accesses per month and coordinates entry to over 10,000 sites. LANIC is currently building a digital library of pedagogical resources for Latin American content courses.

University of California, Berkeley

Description: As the leading public university in a state with unique cultural and historic links to Latin America, the University of California at Berkeley (UCB) offers an extensive, engaging program of study on Latin America. Since its foundation in 1958, the Center for Latin American Studies (CLAS) - an Organized Research Unit within International and Area Studies (IAS) - coordinates all Latin America-related activities at UCB, and sparks enthusiasm for the field through an ambitious program of events and activities.

Mission: The Center aims to increase understanding and appreciation of Latin American peoples, cultures and politics through its dynamic program of public events, and to foster an active community of Latin Americanist scholars and students on the Berkeley campus. We encourage the development and dissemination of innovative research and teaching materials, and promote a curricular focus on Latin America both through courses taught in a variety of campus departments, and the interdisciplinary teaching program in Latin American Studies (LAS).

Degree programs: In addition to the M.A. and Ph.D. degrees offered through the LAS program, undergraduate and graduate degrees with a regional emphasis are offered throughout the Colleges of Letters and Science and Natural Resources, and in a variety of professional schools.

Language and discipline coverage: UCB currently offers 245 non-language courses with Latin Americanist material in 20 departments and 5 interdisciplinary programs, across the Colleges of Letters and Science and Natural Resources and 9 professional schools. Language instruction is available through 115 course offerings in Spanish and Portuguese.

Library: UCB maintains an outstanding library system that combines traditional collections with the latest advances in on-line technology. Ranked first among public university libraries and second among all libraries in the U.S., UCB's collection includes approximately 450,000 bound volumes, and 800 serial subscriptions covering Latin America.

Faculty: The recent appointments of five Latin Americanists bring new strength to an internationally renowned body of faculty and scholars. The Latin Americanist faculty at UCB have won the LASA Bryce Wood Book Award more times than faculty at any other institution; they received two Guggenheims last year alone, and two MacArthur awards in the last three years. In addition to their outstanding records as individual scholars, UCB's Latin Americanist faculty play a pivotal role in CLAS activities and program design. Ongoing faculty searches in such departments as Spanish and Portuguese promise to continue this tradition of excellence.

Outreach: The Center maintains a rich program of cultural, outreach, development and community activities related to Latin America. CLAS contributes to the activities of ORIAS, a UCB initiative providing seminars for San Francisco Bay Area teachers to enhance K-12 education. CLAS is also developing an Interactive University project to promote the study of Latin America through increased collaboration with middle and high school teachers.

Enhancement Activities unique to CLAS: CLAS organizes an innovative series of seminars featuring public intellectuals, political leaders and scholars from Latin America. We convene high-profile conferences that strengthen ties between UCB and Latin America while contributing to an increasingly international dialogue on Latin American affairs. Our faculty and students benefit immeasurably from the opportunity to interact with prominent leaders from the region. These extensive teaching, research, and outreach activities enable UCB to contribute to current national and international dialogues concerning Latin America and to provide faculty, students, and the general public with a deeper understanding of the region. Title VI funding will allow us to expand and enrich our program, moving into new and exciting directions.

San Diego State University/ University of California, San Diego

This proposal seeks Title VI support on behalf of the San Diego Consortium for Latin American Studies, which unites the efforts of San Diego State University (SDSU) and the University of California, San Diego (UCSD). These institutions boast exceptional resources in this field. At SDSU, the Center for Latin American Studies cooperates with academic departments and professional schools and interacts with three major research centers: the Center for International Business Education and Research, the Language Acquisition Resource Center, and the Institute for Regional Studies of the Californias. At UCSD, the Office of Latin American Studies oversees curricular programs and collaborates with the Center for Iberian and Latin American Studies, the Center for U.S.-Mexican Studies, the Institute of the Americas, and the San Diego Dialogue. In combination, Consortium libraries have more than 340,000 books, 2,500 periodicals, and about 100 newspapers on Latin America. Direct institutional support for Latin America-related activity at the two universities amounts to more than \$13 million.

The Consortium presents an instructional program that is broad, rich, and diverse. In area studies (non-language), the Consortium offers a total of 391 courses through 14 departments/disciplines (including literature). As for languages, the Consortium provides instruction at three levels in both Spanish and Portuguese, and has launched a program in Mixtec as well. At both SDSU and UCSD, Latin American centers have programs that include: an undergraduate minor, an undergraduate major, a master's-level degree in Latin American Studies, and joint master's degrees in collaboration with professional schools. A formal inter-university exchange agreement provides a strong foundation for cooperation within the Consortium.

Supporting these activities are no less than 244 individuals: 140 members of the teaching faculty (in area studies plus language), 61 other professionals who contribute to the program in multiple ways, and 43 members of the administrative staff. At least 61 faculty members devote 100% of their time to Latin American subjects, and close to 40 serve on program committees. As a demonstration of commitment to traditionally underrepresented groups, approximately 37.5% of this overall roster is of Latino (or Latin American) origin; women account for 46%.

Outreach represents a major thrust of the Consortium, especially in view of its location near the U.S.-Mexican border. Extensive programs in K-12 teacher training are carried out through the International Studies Education Project and through joint programs with local schools. The Consortium also organizes public conferences, sponsors extension courses for the general public, and works closely with local and national media and business and government. In addition, the Consortium has initiated a monthly television program on Latin America through UCSD-TV.

The proposed NRC budget for each of three years is just under \$235,000; 47% would be for curriculum development, 39% for outreach, and 14% for administration. The Consortium is also requesting 5 academic year FLAS awards and 4 summer intensive language fellowships per year.

Vanderbilt

DESCRIPTION AND MISSION. The Center for Latin American and Iberian Studies fosters a greater understanding of Latin America's history, culture, political economy, and social organization. Its mission is to create a multidisciplinary intellectual community. The Center is dedicated to excellence in research scholarship, teaching, and service to Vanderbilt students, faculty, and the community; it provides a broad-based interdisciplinary education, promoting study abroad in Latin America and Spain. Its traditional strengths are in Portuguese and Brazilian Studies, Mesoamerican anthropology, Latin American history and literature, and Iberian studies. To build an interactive research community, the Center sponsors an on-going faculty colloquium, has an active guest speakers program, hosts receptions, plans conferences, and publishes two newsletters a year.

DEGREE PROGRAMS. The Center offers an interdisciplinary undergraduate major and minor. Majors fulfill requirements in both Spanish and Portuguese. The Masters Degree in Latin American Studies (MALAS) is likewise interdisciplinary and requires language proficiency in both Spanish and Portuguese. The Center offers a joint Masters Degree with the Owen School of Management.

LANGUAGES, DISCIPLINES, COVERAGE. The departments of Anthropology, Economics, History, Political Science, and Spanish and Portuguese offer a Ph.D. degree with a concentration in Latin American Studies. The Spanish and Portuguese department offers a Masters of Arts degree in Portuguese and a joint Ph.D. in Spanish and Portuguese. The Center is a multi-disciplinary program that offers a full range of upper-division courses in Anthropology, History and Fine Arts, Social Science, and Spanish and Portuguese.

FACULTY. The Center's core faculty currently consists of 20 tenured or tenure-track members whose teaching and research is focused primarily on Latin America: 8 in Anthropology, 5 in Spanish and Portuguese, 3 in History, 2 in Political Science, 1 in Fine Arts, and 1 in Sociology. The Center has 7 associated faculty, which includes Economics.

ENHANCEMENT. The Center requires proficiency of its undergraduate majors in both Spanish and Portuguese. It offers May semester projects in Chile, Mexico, and Guatemala. Vanderbilt study abroad programs are available in Argentina, Chile, Brazil, Costa Rica, the Dominican Republic, as well as in Spain.

LIBRARY. The Vanderbilt Library has its own Latin American bibliographer. This year, with support from the College and the Center, the library hosted the annual conference of the Seminar on the Acquisition of Latin American Library Material (SALALM).

THE UNIVERSITY OF WISCONSIN CENTER
LATIN AMERICAN AND IBERIAN STUDIES/LAIS (MADISON)
CENTER FOR LATIN AMERICA/CLA
University of Wisconsin, Milwaukee/Madison

DESCRIPTION: The University of Wisconsin Center has been a US Department of Education Title VI National Resource Center for Latin American Language and Area Studies since 1961 at Madison, 1965 at Milwaukee, and 1973 as a consortium. The Center has academic sites on both the Madison and Milwaukee campuses, and serves regional campuses in the Upper Midwest. Programs and support vary from campus to campus.

MISSION: The mission of the University of Wisconsin Center, both as a resource center and as an academic program, is threefold:

- To train Latin Americanist specialists for academic, government and private sectors;
- To support Latin Americanist students and faculty in their intellectual development so that they can become and remain superior teachers and scholars;
- To serve as a local, regional, and national resource center that provides outreach, support services, and information to other university units, K-16, government, civic, community and business constituencies.

DEGREE PROGRAMS:

- Undergraduate: BA in Latin American and Iberian Studies at Madison; Undergraduate Certificate in Latin American Studies at Milwaukee;
- Masters: MA in Latin American and Iberian Studies, Dual MA in LAIS and Law, MA in Latin American Literature and Spanish Linguistics, MA in Portuguese, MA and MS with a Latin American Concentration at Madison; MA in Foreign Languages and Literatures, Graduate Certificate Program in Spanish Translation at Milwaukee, Latin American Graduate Concentrations in Anthropology, Economics, Geography and Political Science;
- Doctoral: PhD Minor in LAIS, PhD with a Latin American concentration, PhD in Latin American Literature and Spanish Linguistics, PhD in Portuguese at Madison.

FACULTY AND DISCIPLINES:

- 70 faculty in 30 departments at Madison; 28 faculty in 16 departments at Milwaukee; with international visibility and extensive foreign experience;
- Disciplinary strengths: Humanities, Social Sciences, Natural and Ecological Sciences and Professional Schools;
- 3 visiting foreign faculty in residence annually at Madison.

ENHANCEMENT ACTIVITIES:

- Summer intensive institutes and field research programs; foreign study and internship programs;
- Over 100 enhancement events annually, including brown bags, lecture and film series, workshops for professionals, art exhibits, plays and academic conferences
- Significant institutional support for Center programs, study abroad, visiting faculty, instructional program, faculty travel, training programs for government, business and academic participants, language proficiency testing, library acquisitions, conferences and outreach activities.

LIBRARY:

- 28-library system with 5.9 million volumes with 445,500 volumes on Latin America at Madison; 1.75 million volumes with 47,000 volumes on Latin America at Milwaukee;
- Specialized Latin American collections: Brazilian Ministry of Justice records and Mexican 19th c. pamphlets at Madison; and the American Geographical Society at Milwaukee.

OUTREACH:

- Educational outreach to local and regional K-16 institutions, businesses and public agencies;
- Teacher workshop and in-service programs;
- Curriculum materials and videos available for loan and purchase.

